

Auslan Years 3-4 Course Overview – Year A 2022

Further information can be found in the Module and Lesson Plans for this language.

Term 1	Term 2	Term 3	Term 4
<p>Module 1: MORE THAN MEETS THE EYE</p> <p>KEY QUESTION: Who am I?</p> <p>KEY CONCEPTS: self, experience, personal worlds</p> <p>KEY PROCESSES: recounting, describing, expressing, preferences</p>	<p>Module 2: DEAF CULTURE</p> <p>KEY QUESTION: What is Deaf Culture and how can I fit into it?</p> <p>KEY CONCEPTS: language, culture, values, communication</p> <p>KEY PROCESSES: identifying, categorising, responding, gathering</p>	<p>Module 3: IMAGES AND DRAMA</p> <p>KEY QUESTION: How do we create Deaf Arts through art, drama, and music?</p> <p>KEY CONCEPTS: imagination, expression, communication</p> <p>KEY PROCESSES: responding, comparing, retelling, drawing</p>	<p>Module 4: THE FUTURE</p> <p>KEY QUESTION: How do we use technology in the Deaf world?</p> <p>KEY CONCEPTS: imagination, expression, meaning</p> <p>KEY PROCESSES: identifying, noticing, recognising understanding</p>
<p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Communicate with each other and with teachers about aspects of their personal worlds, daily routines, preferences and pastimes.</p> <p>INFORMING Present information associated with their home, school and community activities and routines, using signed descriptions and visual prompts.</p> <p>IDENTITY Consider how their ways of communicating and responding to</p>	<p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Participate in shared learning activities that involve planning, transacting, and problem-solving, using signed statements, questions and directions.</p> <p>INFORMING Organise and summarise key points of information obtained from different types of Auslan texts.</p> <p>TRANSLATING Translate high-frequency signs/words and expressions in</p>	<p>CONTENT DESCRIPTIONS</p> <p>CREATING Engage with different types of imaginative texts, identifying favourite elements, characters and events and responding through modelled signing, actions, and drawing.</p> <p>REFLECTING Describing ways in which communicating and behaving when using Auslan are similar to or different from their use of their own language (s) and forms of cultural expression.</p>	<p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Participate in shared learning activities that involve planning, transacting and problem solving, using simple signed statements, questions, and directions.</p> <p>INFORMING Organise and summarise key points of information obtained from different types of Auslan texts.</p> <p>REFLECTING Describe ways in which communicating and behaving when</p>

<p>each other shape and reflect their sense of identity.</p> <p>LANGUAGE VARIATION AND CHANGE</p> <p>Recognise that there is a variation in Auslan use, for example in different locations or physical environments</p>	<p>simple texts such as repeated lines in a story, noticing which one are difficult to interpret.</p> <p>LANGUAGE AWARENESS</p> <p>Develop awareness of the social and cultural nature and context of Auslan and other sign languages, of their different modes of expression and of the related issue of language vitality.</p>	<p>ROLE OF LANGUAGE AND CULTURE</p> <p>Explore connections between identity and cultural values and beliefs and the expression of these connections in Auslan.</p>	<p>using Auslan are similar to or different from their use of their own language (s) and forms of cultural expression.</p> <p>LANGUAGE AWARENESS</p> <p>Develop awareness of the social and cultural nature and context of Auslan and other sign languages, of different modes of expression and of the related issue of language vitality.</p>
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Across the year 

Auslan Resource: Sally & Possum TV episodes from ABC <https://iview.abc.net.au/show/sally-and-possum>

Auslan Years 3-4 Achievement Standard

By the end of Year 2, students interact with teachers and each other to talk about themselves, their families, friends and immediate environment. They follow instructions to complete action-based activities such as signing games or transactional activities, using repeated constructions, gestures and affective non-manual features (NMFs). They interact in familiar classroom routines by responding to requests, such as DS:line-up PLEASE, LOOK-AT_{me} PRO1. Students ask and respond to simple questions and distinguish between statements and questions. They express likes, dislikes and feelings using lexical signs and affective NMFs. They recognise and produce fingerspelled names for roll call and games and produce modelled signs, phrases and sentence patterns in familiar contexts. They use culturally appropriate protocols, such as maintaining eye contact and responding to and gaining attention by waving or tapping a shoulder or table. They identify specific information in signed texts, such as the properties of colour, number, size or shape, and describe people and objects, for example, PRO3 5-YEARS-OLD, PRO1 HAVE 2 BROTHER, or THAT BALL BIG. Students demonstrate simple procedures using known signs, gestures, objects and list buoys. They recount and sequence shared events using familiar signs and visual prompts. They view short imaginative and expressive texts such as stories and nursery rhymes, demonstrating understanding through drawing, gesture, modelled signs or English. They use fixed handshapes in creative ways, for example to create amusing sequences of signs to enact movements, and portray characteristics through the use of constructed action. They identify similarities and differences in ways they interact when communicating in English and in Auslan.

Students know that Auslan is a language in its own right, different from mime and gestures used in spoken languages. They know that eye contact is necessary for effective communication and that meaning is communicated visually through the use of whole signs, gestures or fingerspelling. They identify and categorise signs according to handshape and they recognise major types of path movements. They know that some signs link to the appearance of a referent, for example PEN, HOUSE, and that some words, such as proper nouns, are borrowed from English by fingerspelling and mouthing. They know that locations of signs can be modified to change meaning, for example when pointing to people. They recognise the importance of facial expression, eye gaze and other NMFs in a visual-gestural language and culture and know that sign order is flexible in Auslan.

Please note: This Course Overview may change to accommodate students' prior knowledge and/or combined year levels.